



LOCAL PERKINS APPLICATION 2020-2024

CONSORTIA

OFFICE OF CAREER, TECHNICAL AND ADULT EDUCATION
NEBRASKA DEPARTMENT OF EDUCATION
301 Centennial Mall South, Lincoln, NE



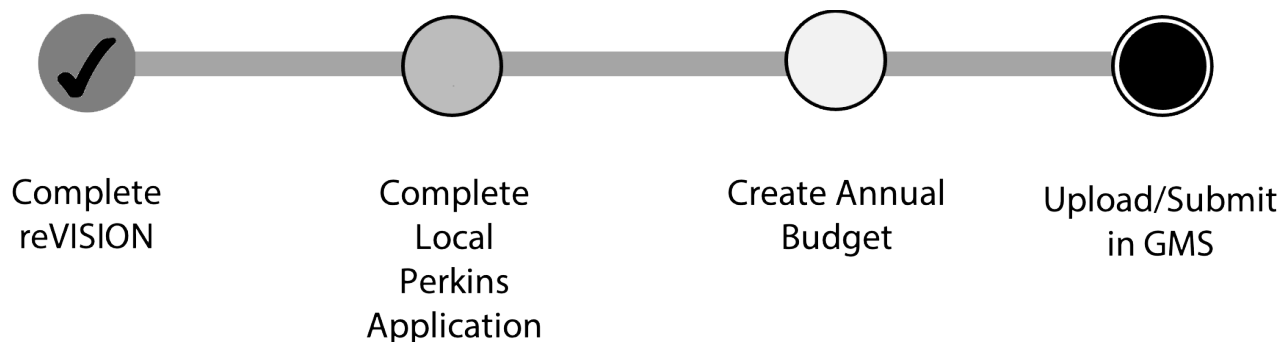
General Information

Nebraska has a vibrant economy with an array of promising career opportunities for its citizens. To take full advantage of the region's workforce options, students must be aware of the occupations that exist and earn the requisite secondary and postsecondary credentials to secure employment. Career and Technical Education (CTE) in Nebraska helps prepare students for postsecondary education and careers, both options and not one or the other.

The federal Strengthening Career and Technical Education for the 21st Century Act (Perkins V) provides resources to support educators in developing the academic, technical, and employability knowledge and skills of secondary and postsecondary education students enrolling in CTE programming.

This **Local Perkins Application** must be completed by all secondary and postsecondary (stand-alone and consortia) CTE providers seeking federal funding through Perkins V. Staff from the Office of Career, Technical, and Adult Education at the Nebraska Department of Education (NDE) have created this document to assist you in developing a strong application for Perkins V funding, one based on information that surfaced as part of your reVISION process.

The Local Perkins Application asks you to describe how your district will use federal funds in strengthening CTE programming and expand student access to CTE programs. Under Perkins V, each state is required to submit a four-year plan to the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE) covering the 2020-2024 academic years. Local CTE providers (districts, consortia, and community colleges) receiving a Perkins V grant allocation are also required to submit plans with the same timeline committed. Submission of this Local Perkins Application will fulfill that eligibility requirement.



The Local Perkins Application and Resources are available online at <https://www.education.ne.gov/nce/perkins-administration/>

Eligible Recipients

Under Perkins V, eligible recipients include local educational agencies, area career and technical education schools, educational service agencies, Indian Tribes, Tribal organizations, Tribal educational agencies, or a consortium eligible to receive assistance under section 131 of the Act, or, an eligible institution or consortium of eligible institutions eligible to receive assistance under section 132 of the Act.

Eligibility is contingent upon recipients' completion of the NDE's reVISION process, submission and approval of this Local Perkins Application and annual budgets, and the annual confirmation that CTE Essential Components are in place, which indicate CTE programs of are of sufficient size, scope, and quality to be effective and meet the needs of all learners.

A secondary school district must qualify for a minimum allocation of \$15,000 or join/form a consortium with other eligible recipients. A postsecondary institution must qualify for an allocation of \$50,000 or join/form a consortium with other eligible recipients.

School districts and community colleges will continue to use the NDE's web-based tool that indicates their intent to participate in Perkins funding each year and certify their Essential Components are in place. The implementation of the Essential Components will be verified through multiple means to ensure high-quality CTE programming (i.e. monitoring visits, risk analysis, annual reports).

Use of Funds

Under Perkins V, the allocation of resources must now be aligned with the results of the reVISION process. Specifically, funds must be spent "to develop, coordinate, implement, or improve career and technical education programs to meet the needs identified in [reVISION]."

In addition to the overall requirement that local funds be used to support CTE programs of sufficient size, scope and quality to be effective and meet the needs of all learners, the law requires the following uses of funds (throughout the duration of the four-year plan):

1. Provide career development activities through an organized, systematic framework;
2. Provide professional development for a wide variety of CTE professionals;
3. Provide within CTE the skills necessary to pursue high-skill, high-wage and high-demand industry sectors or occupations;
4. Support the integration of academic skills into CTE programs;
5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increased student achievement*; and
6. Develop and implement evaluations of the activities funded by Perkins.

**Key activities such as purchasing industry-grade equipment and supporting CTSOs, work-based learning, and dual-enrollment, among numerous others, are included under the elements that support the implementation of programs and programs of study.*

Visit the [Perkins Management Guide](#) for additional information about allowable uses of Perkins funds.

Timeline and Deadlines

- Annual Intent to Participate Due: March
- Local Perkins Applications Due (2020-2024): May 22, 2020 (*tentative*)
- Grant Award Notification for ¼ of annual allocation: July 1
- Grant Award for full annual allocation: October 1
- Annual Final Claims Due: September 1

**Dates are subject to change. Please visit <https://www.education.ne.gov/nce/perkins-administration/> for updated information.*

Submission Information

Completed applications should be submitted and uploaded within the NDE's Grants Management System by May 22, 2020.

Application Elements

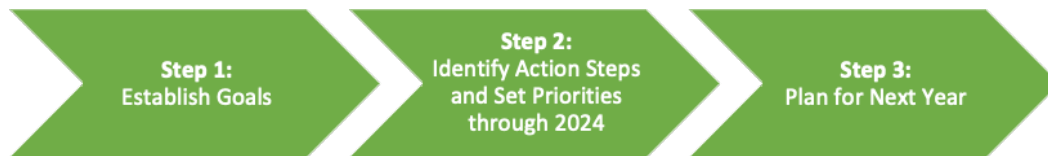
The following outline is provided to support eligible recipients as they develop their four-year Local Perkins Application.

- Section 1: reVISION Summary
- Section 2: Narrative Responses
- Section 3: Annual Budget Worksheet

This four-year Local Perkins Application only needs to be submitted **once**. For the remaining program years (2021-2024), only progress, update, and annual budget information will be submitted to the NDE.

Going from reVISION to the Local Perkins Application

Creating and enhancing opportunities for all students requires foresight, careful planning, and targeted investment. To help your district determine where to begin and which action steps to approach first, it will be necessary to review the actions steps identified by your district and economic development region through the reVISION process (see Local and Regional CTE Assessments) and establish a set of high priority, overarching goals. Multiple sources of information and other data from the reVISION process may need to be reviewed to accomplish this effectively.



Step 1: Establish Goals

Through active participation in the reVISION process, your district, along with education partners, reviewed a number of different data elements (e.g. school faculty demographics, non-traditional student participation rates, CTE student performance data, etc.). Given these data, desired states and potential action steps were identified for each of the six required elements (at both the Local and Regional levels). Taking all of these desired states and action steps into consideration, identify a goal or set of goals your district might pursue to ensure high-quality CTE programming for your students.

Step 2: Identify Action Steps & Set Priorities

After careful review of the action steps already identified through reVISION, consider the following questions in relation to your overarching goals as identified above:

1. Which of the action steps identified are of highest priority?
2. Are all action steps equally likely to be achieved?
3. Which action steps might you seek to address in each of the application's four years, especially the first grant year (2020-2021)?



Helpful Tip

Ideally, the changes your district makes early on will form a foundation for subsequent work. You are encouraged to identify between 2-3 high priority action steps that your district will be held accountable for over the next four years which will produce measurable results.

Based on all reflections throughout reVISION and in preparing this Local Perkins Application, prioritize the actions steps to be addressed under Perkins V that will help achieve the goals established for your district. Your district will be held accountable for working towards accomplishing these goals over the next four years to move the entire CTE system forward. You will have the opportunity to update and refine your goals and action steps throughout the four years of the plan.

Step 3: Plan for Next Year

After identifying the prioritized action steps your district will take to achieve your overarching goals, you will need to detail the related expenditures you seek Perkins funds to support for the upcoming academic year. Carefully review the required uses of Perkins funds along with the non-allowable uses of Perkins funds – both found on the Perkins Grants Management website: <https://www.education.ne.gov/nce/perkins-administration/>. A budget template is provided to help gather and prepare the necessary information to enable quick and easy entry into the NDE's Grants Management Systems (GMS) Perkins Budget.

reVISION SUMMARY

Element	Summary of Consortia's Current State	Consortia's Overarching Goal(s)
	All programs have a number of career development opportunities available for students such as: Career Development career assessments (ASVAB), interest inventories, speakers, business/industry tours, job shadows, college visits (2-year and 4-year)	1. Within the next four years, partnerships will be developed with the local business/industry to provide consistent opportunities for students to explore career interests, including speakers

	<p>year), military recruiter visits, students organizations (FFA, FCCLA), career ready courses, career fair opportunities, dual credit opportunities, SENCAP classes, mock interviews, resume' creation, voc rehab, middle school exploration classes and regular professional development opportunities for their staff. Bruning-Davenport and Deshler offer courses that provide certification for students as well. Many of these opportunities, however, are random in nature and not developed into their curriculum or even into a coherent plan to be certain that all students have opportunities to participate. In most cases, if the CTE teacher leaves the district, these opportunities will leave with them.</p>	<p>tours, job shadows and Work-Based Learning opportunities. These partnerships will also be utilized to gain information regarding business/industry needs for workforce development. These needs can help to drive career pathway development.</p> <p>2. Within the next four years, a consistent program of professional development will be utilized that will increase all staff knowledge and expertise (not just CTE staff). This includes expertise in the Career Development Standards and increasing the ability to provide career coaching for students with the potential of developing career plans for each student beginning at 9th grade. This professional development will be utilized to help districts put into place a purposeful program for career development.</p>
Local Workforce Alignment	<p>Several of the districts have gone through the former Revision process (Southern, Thayer Central, Tri County, Freeman, Fairbury). Through this process they have learned about utilizing the H3 Website to determine local workforce needs and have worked on their programming to add curriculum to address the needs that exist. Those districts have utilized advisory boards through the process to help guide their decisions. The remaining districts (Diller-Odell, Meridian, Bruning-Davenport and Deshler) have not utilized local workforce data at this time. All of the districts have developed some partnerships with business/industry within their region, but each would like to create more. While there have been improvements to this area due to the Revision process from</p>	<p>1. Within the next 4 years procedures and protocols will be developed that will require regular use of local workforce and economic data to assist in making deliberate program decisions to address workforce needs.</p> <p>2. Within the next 4 years the consortium will create and engage an advisory board that consists of community stakeholders, business/industry professionals, educators, counselors, Department of Labor and post-secondary representatives in the decision-making process and for the creation of work-based learning experiences.</p>

	consistently utilizing workforce data to develop programming. The focus is still more heavily weighted to 4 year college careers.	
Size, Scope, & Quality and Implementing CTE Programs of Study	In the past several years several of our districts have worked to update their equipment so that students have access to industry standard equipment (Tri County, Fairbury, Thayer Central, Deshler, Southern, Freeman). Several schools have the opportunity of providing dual credit courses (Tri County, Fairbury, Deshler) through their faculty. The Educational Service Unit has purchased 3 different pieces of industrial standard equipment (vinyl cutter and heat press, large format printer and laser cutter) that is checked out to districts and rotated through them. This equipment is to help the districts provide access to this equipment for their students through entrepreneurial opportunities.	1 . Within the next four years, programs will be evaluated to determine expansion needs.
Student Performance Data	Schools utilize student data regularly, including disaggregated data. They know that non-traditional students are underrepresented within their CTE programs. Steps have not been taken to change this situation at this time. All districts feel that they do a good job of accommodati.m.modifyin2 and	1 . In four years schools will investigate and determine why non-traditional students, in particular the female students, are not participating in CTE classes outside of FCS and Business. They will utilize this information to develop a plan to encoura2e these students

	<p>supporting students with special needs, allowing their participation. The lack of participation by the female population in CTE courses outside of Business or FCS is of concern. Work-based learning exists in each of the schools. All offer some tours, speakers, job/career fairs for students. They would, however, like to build more opportunities for internships, apprentice opportunities, school to work opportunities and more.</p>	<p>to participate.</p>
<p>Recruitment, Retention, and Training of Faculty and Staff</p>	<p>Schools in our region offer a salary/benefit package that is comparable to surrounding districts. They either have updated CTE equipment, or are in the process of doing so. Faculty tend to be lost to larger communities with more social opportunities to offer. Development and recruitment of our own students to come back into these programs seems to be a viable opportunity for schools. Creation of strong model CTE programs is a recruitment opportunity for schools as well.</p>	<ol style="list-style-type: none"> 1. Within four years our consortium will create a program of professional development that will help to align CTE programs with workforce needs, including the expansion of the curriculum to additional career clusters as necessary. 2. Within four years our consortium will help the schools identify strengths and needs of their CTE programs. They will then establish a plan to take care of the needs and utilize their strengths to create their own CTE footprint that can be used to recruit and retain staff.
<p>Work-Based Learning</p>	<p>Presently our districts all provide work-based learning within the Awareness and Exploration Phases of the Nebraska Continuum. They all offer interest inventories, career related speakers, tours, and job shadows. They would all like to offer more work-based learning within the Work-Based Learning Strategies Phase. Some offer school to work (Tri County, Freeman, Thayer Central). Tri County has just established an apprenticeship program with an industry within their district that will provide 2 apprentice positions for students into the future. Most of the districts have had students</p>	<p>Within four years our consortium will focus on developing phase three of the work-based learning continuum. We will do this through:</p> <ol style="list-style-type: none"> 1. Participating in professional development so that staff understand what qualifies as work-based learning. 2. Identify a plan to be purposeful and deliberate about when and how work-based learning is being offered. 3. Develop partnerships with business/industry in the region to create more work-based learning opportunities, especially

	participate in CNA classes. All of the districts, however, would say that their opportunities in this phase are limited and they would like to grow them through more apprenticeships, internships, school based enterprises etc. At present, it is felt that work-based learning in the 3 rd phase is extremely limited. What exists in the first two phases is not as deliberate and purposeful as it could be.	within phase three of the continuum. 4. Utilize the industry grade equipment that is accessible to set up school based enterprises to give students an opportunity to experience entrepreneurship.

Section 2: Narrative Descriptions

Element 1: Career Development

Context: Each Nebraska learner deserves the opportunity to discover how their own skills fit into workplaces, to explore and learn about career options, and receive guidance in how to plan for successful transitions to their career. Students receive these opportunities through learning skills in a Career Development program which includes: 1. Self-Awareness, 2. Career Exploration, and 3. Career Planning. Students should have access to a career development program throughout their education to prepare for enrollment in CTE and while participating in CTE programs.

1. ~~Describe how, in collaboration with education and workforce partners (i.e. local~~ workforce development boards, one-stop delivery systems, local workforce agencies, etc.) your consortium will support districts in ensuring each student is provided with:
 - a) Self-awareness: self-knowledge of one's own attainment of NE career readiness standards, academic standards, and technical skills;
 - b) Career exploration: understanding and skills to find valid information about occupations, CTE options for middle school, high school, and postsecondary education and training for career goals; labor market information for high-wage, high-skill, and high-demand (H3) occupations as determined through the reVISION process, and opportunities for work-based learning to demonstrate skills;
 - c) Career planning: understanding and skills to choose, apply, and finance relevant postsecondary options for career goals, and develop job search skills such as interviewing, application and resume writing, portfolio development, professional networking, etc.; and
 - d) An organized system of delivery to implement career development content with career and academic advising to students on an on-going basis (before enrolling and while participating in CTE programs).

RESPONSE: Schools within the consortium have taken steps forward with career development in the past several years. They have a number of important components already in place: they do interest inventories with students in 8th or 9th grade, provide exploratory classes in middle school, offer career fairs, business/industry tours, speakers from business/industry, job

shadowing, school to work opportunities, mock interview, resume and portfolio creation and so on. They have also begun to create some partnerships with business/industry in their districts to help provide opportunities. Unfortunately, much of this work is random in nature at this time. There is not a developed and purposeful plan showing how, when or why they will provide these opportunities to students. The partnerships that exist are mostly surface level at this point. They are not utilizing business/industry to help drive the programming that they offer to students. They know that they should be providing career coaching with students, but they don't know how to do that in a meaningful way, so they move forward with ideas that they "give a try" in random fashion. They know where they want to go with career development, but don't know how to get there. They are in desperate need of professional development to help them get there. The consortium will provide that professional development to them. We will set up long term, ongoing professional development that helps them to build on previous knowledge and move forward with the creation of a purposeful career development plan in their districts one step at a time. This professional development will be instrumental in helping them to take the good components that already exist, fill in missing components and help them to develop a consistent career development program that will help students become self-aware, identify

career areas to explore and make a plan for their future. Career coaching will be a needed component to this process. Our staff (all staff, not just CTE staff) don't know how to effectively do that at this time. Professional development will have to build that capacity within all staff as well. This professional development is not a "one and done" session. This is long term and ongoing. It will not be complete within this Perkins V cycle. This is something that must continue on well into the future. The consortium will also help them to develop the business/industry partnerships that will be more than surface level to benefit their career development programs. These partnerships can help to identify career paths and programs that are needed for workforce development within the region as well.

2. In each district's Local and Regional CTE Assessments, action steps were identified that might be used to improve student understanding of career pathways. First, write the consortium's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Career Development your consortium will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NOE.

Consortium Goal(s) for Career Development:
(Copy and paste from the reVISION Summary)

1. Within the next four years, partnerships will be developed with the local business/industry to provide consistent opportunities for students to explore career interests, including: speakers, tours, job shadows and Work-Based Learning opportunities. These partnerships will also be utilized to gain information regarding business/industry needs for workforce development. These needs can help to drive career pathway development.
2. Within the next four years, a consistent program of professional development will be utilized that will increase all staff knowledge and expertise (not just CTE staff). This includes expertise in the Career Development Standards and increasing the ability to provide career coaching for students with the potential of developing career plans for each student beginning at 8th grade. This professional development will be utilized to help districts put into place a purposeful program for career development.

Prioritized Action Steps for Career Development:

Program Year	Action Steps (What are you going to do to achieve your goal?)
Year 1: 2020-2021	<ol style="list-style-type: none"> 1. Increase professional development opportunities to expand knowledge and develop expertises in all staff <ol style="list-style-type: none"> a. define or identify what already exists b. Identify additional career development needs
Year 2: 2021-2022	<ol style="list-style-type: none"> 1. Utilize the expertise and information gained in year 1 to: <ol style="list-style-type: none"> a. make adjustments to current program to be more purposeful with the career development opportunities that exist
Year 3: 2022-2023	<ol style="list-style-type: none"> 1. Expand collaboration with local businesses, building partnerships, that address the needs identified in year 1 2. Continue professional development to develop skills to provide career coaching to students
Year 4: 2023-2024	<ol style="list-style-type: none"> 1. Focus on individual classes and course offerings, including analysis of career clusters. 2. Continue professional development on career coaching to develop and pilot a career coaching model approach to career development

Element 2: Local Workforce Alignment

Context: Each Nebraska student participating in a CTE program should graduate with the skills and credentials necessary to continue their education and find employment in high-skill, high-wage, and high-demand (H3) occupations. In this section of the application, you will use the results of each district's local and regional CTE assessments to support districts in improving the alignment between educational programming and labor market needs.

3. How did the Local and Regional CTE Assessment results inform the selection of specific CTE programs and activities to be funded?

RESPONSE: In reviewing the Local and Regional CTE Assessment results, we found that there was a definite pattern of need within the schools in our region. Professional Development will be prioritized for this grant. Our schools found that they have much in place that is good and moving in the right direction, but it is not purposeful in its implementation. It is more random in nature. All of the schools identified that they need professional development on the Career Readiness Standards and Career Coaching to help them move their programs forward. With professional development they will be able to identify a purposeful plan of implementation for the CTE programs. Also identified by all of the consortia schools as low areas was Local Workforce Alignment. They are beginning to develop partnerships and giving students opportunities to explore careers other than 4 year college careers, but again, it is random in nature and not purposeful. They know of the H3 website and several have used it through the former Revision, but they do not have a process in place that utilizes the workforce data consistently to make decisions about programming. The final area that showed up across all consortia schools was a need to improve Work-Based Learning opportunities. They have a number of opportunities in the Awareness and Explore phases of the continuum, but not as much within the Work-Based Learning Strategies phase. Again, much of this is more random and not purposely planned. In looking at the overwhelming need in those three elements, they will be prioritized for this cycle. Professional Development will drive our work. They need to improve their expertise and skills in order to be able to create purposeful plans that will be utilized for informing their programs. Our goals came directly from the Local and Regional CTE Assessments. They were very helpful in identifying our needs and goals.

4. Describe any new programs of study that will be explored and developed and submitted for approval based on the results of the Local and Regional CTE Assessment results.

RESPONSE: We will be exploring and possibly developing programs of study in Human Services & Education (Education and Training, Human Growth and Development), Health Sciences (Health Science 1, 2 and 3) and Skilled Technical Science (Construction - Electricity, Plumbing and possibly HVACJ. These are all areas that show up in our region's H3 workforce needs and are programs that don't exist in our schools at this time. We are looking at ways in which students can have an opportunity to explore careers in these areas through simulations. These can be added into courses that either already exist as an area of exploration in that career cluster, or could be included into a new course that allows for the creation of a new career pathway.

5. How will students, including those from special populations, learn about their school's CTE course offerings and whether each course is part of a CTE program of

study? Be specific in regards to serving special populations based on the outcomes of the reVISION process.

RESPONSE: We have a lot of work to do in this area. Right now, students find out through the guidance counselors and the curriculum course description booklets that all of the districts have. This method is not as successful as it needs to be. This is a process that will need to be changed as we participate in professional development and learn better methods. We need to conduct a study to find out why the non-traditional students (females in our case) do not participate in CTE courses outside of FCS and Business. We will need to utilize that information and the professional development to develop a new method for students to access the CTE course offerings. Programs of study are already identified within the course booklets, but we need to be certain to add programs of study to the listings as they are developed. We know that females are not participating in our CTE courses, but at this point, we don't know why. We can't identify how the advertisement of the CTE courses will change until we have more information, but it definitely needs to be more than handing students their course manuals. The career coaching model will need to play a part in this process as well - but we need professional development before that can be developed and implemented. Besides the course booklet, our schools do have the opportunity to check out commercial equipment from several career clusters to utilize in any content area class. Higher exposure to equipment such as 3D printers and CAD software for projects may stir interest in students that would not normally take the CTE courses as well. These procedures and protocols for students is a big part of what we need to work on and develop this cycle. We don't have this now - not in a good format.

6. In each district's Local and Regional CTE Assessments, action steps were identified that might be used to improve program alignment to local workforce development efforts and labor market information. First, write the consortium's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Local Workforce Alignment your consortium will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NOE.

Consortium Goal(s) for Local Workforce Alignment:

(Copy and paste from the reVISION Summary)

1. Within the next 4 years procedures and protocols will be developed that will require regular use of local workforce and economic data to assist in making deliberate program decisions to address workforce needs.
2. Within the next 4 years the consortium will create and engage an advisory board that consists of community stakeholders, business/industry professionals, educators, counselors, Department of Labor and post-secondary representatives in the decision making process and for the creation of work-based learning experiences.

Prioritized Action Steps for Local Workforce Alignment:

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
Year 1: 2020-2021	<ol style="list-style-type: none"> 1. Address workforce and economic data to assist in making deliberate program decisions that address workforce needs. <ol style="list-style-type: none"> a. Review curricular offerings to match workforce demands.
Year 2: 2021-2022	<ol style="list-style-type: none"> 1. Provide programs of study that address new/emerging needs.

	<ul style="list-style-type: none"> a. Engage advisory boards consisting of community stakeholders, business/industry professionals, educators, counselors, and post-secondary representatives in the decision-making process. b. Develop programs that fit the workforce needs of our community and create relevant coursework. <ul style="list-style-type: none"> 2. Address workforce and economic data to assist in making deliberate program decisions that address workforce needs. <ul style="list-style-type: none"> a. Review curricular offerings to match workforce demands.
Year3: 2022-2023	<ul style="list-style-type: none"> 1. Provide programs of study that address new/emerging needs. <ul style="list-style-type: none"> a. Engage advisory boards consisting of community stakeholders, business/industry professionals, educators, counselors, and post-secondary representatives in the decision-making process. b. Develop programs that fit the workforce needs of our community and create relevant coursework. 2. Address workforce and economic data to assist in making deliberate program decisions that address workforce needs. <ul style="list-style-type: none"> a. Review curricular offerings to match workforce demands. b. Continue to look for alternatives for smaller communities to enhance their programs. 3. Pursue career experiences for our diverse learners that fits with their skill and interest. <ul style="list-style-type: none"> a. Expand use of NDOL to assist in providing experiences for students with special needs. b. Work with local agencies to maximize the opportunities.
Year4: 2023-2024	<ul style="list-style-type: none"> 1. Provide programs of study that address new/emerging needs. <ul style="list-style-type: none"> a. Engage advisory boards consisting of community stakeholders, business/industry professionals, educators, counselors, and post-secondary representatives in the decision-making process. b. Develop programs that fit the workforce needs of our community and create relevant coursework. 2. Address workforce and economic data to assist in making deliberate program decisions that address workforce needs. <ul style="list-style-type: none"> a. Review curricular offerings to match workforce demands. b. Continue to look for alternatives for smaller communities to enhance their programs. 3. Pursue career experiences for our diverse learners that fits with their skill and interest. <ul style="list-style-type: none"> a. Expand use of NDOL to assist in providing experiences for students with special needs. b. Work with local agencies to maximize the opportunities.

Element 3: Size, Scope, & Quality and Implementing CTE Programs of Study

Context: Nebraska is committed to ensuring each student has access to high-quality CTE programming. Nebraska's [state model programs of study](#) are high-quality programs if implemented with fidelity (i.e. teaching at least 90% of each course's standards). They are based on labor market information, offer non-duplicative, sequential coursework, incorporate industry-validated and NOE approved standards, provide work-based learning experiences when applicable, include dual enrollment or early college programs, and lead to recognized postsecondary and industry credentials. Local programs of study may be developed and submitted for approval if determined necessary by the Local and Regional CTE Assessment results.

7. Describe the CTE course and program offerings that will be provided with Perkins funds, including not less than one state-approved program of study in each participating district. Justify these offerings with the local and regional CTE assessment results.

RESPONSE: When looking at the Local and Regional CTE assessment results we find that many of the action steps listed by districts are already in process for them and do not require assistance through Perkins to complete -for example, purchase of commercial welders, use of industrial standard equipment from ESU with existing course offerings. What comes out as a need is the identification of FCS program of study courses for students. This could be through two different approved programs of study options: Health Sciences -Allied/ Public Health (Health Science 1, Health Science 2 and Personal & Community Medical Issues/ Public Health) or Health Science (Health Science 1, Health Science 2, Health Science 3). It could also be within the Child Youth and Family Studies (Human Growth and Development, Child Development and Life and Career Readiness).

8. How will your consortium improve the academic and technical skills of students participating in CTE programs? This may include strengthening the academic and CTE components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in the subjects that constitute a well-rounded education.

RESPONSE: This needs to start with the coherent and rigorous content that is aligned with the standards. To be able to do this, our staff will need to participate in professional development so that they know what that looks like. When more expertise is built through the staff, they then are better prepared to teach and assess the skills with the students.

9. Describe how districts within the consortium will provide CTE students with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as applicable.

RESPONSE: We have a number of ways in which postsecondary credit can be received already in place. Our schools offer dual credit courses, college credit courses and certification programs to students. They are always looking for ways to provide these opportunities to students. We can look at ways in which students can attend nearby districts to take this type of course when it doesn't exist in their own district.

10. In each district's Local and Regional CTE Assessments, action steps were identified related to CTE program implementation (including size, scope, and quality) your consortium hopes to address over the next four years. First, write the consortium's overarching goal(s) for this element in the space provided. Then list, in priority

order, the action steps identified related to Size, Scope, and Quality and Implementing CTE Programs and Programs of Study your consortium will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NOE.

**Consortium Goal(s) for
Size, Scope, and Quality and Implementing CTE Programs of Study**
(Copy and paste from the reVISION Summary)

1. Within the next four years, programs will be evaluated to determine expansion needs.

**Prioritized Action Steps for
Size, Scope, and Quality and Implementing CTE Programs of Study:**

Program Year	Action Steps (What are you going to do to achieve your goal?)
Year 1: 2020-2021	<ol style="list-style-type: none"> 1. Develop and pilot a FCS course/program of study 2. Continue to inventory curricula to determine additional programs needed
Year 2: 2021-2022	<ol style="list-style-type: none"> 1. Provide FCS course/program broadly to consortium 2. Develop and pilot an additional course/program of study - based on inventory
Year 3: 2022-2023	<ol style="list-style-type: none"> 1. Develop and pilot an additional course/program of study - based on inventory
Year 4: 2023-2024	<ol style="list-style-type: none"> 1. Develop and pilot an additional course/program of study - based on inventory

Element 4: Student Performance Data

Context: All students participating in CTE programs should attain academic, technical, and career readiness skill proficiency and transition into advanced education and training and employment. Throughout the Local and Regional CTE Assessments, each district reviewed student performance data on a set of federal performance indicators, identified root causes for programs and student populations that are substantially underperforming, and identified a set of action steps that that might be adopted to improve performance. To ensure and promote equitable access to CTE programs, recruitment materials, school counseling activities, and educational services offered to special populations should also be considered. In this section, you will review the high priority action steps identified at the program and student population levels to guide improvement.

The term "special populations" means-

- Individuals with disabilities;
- Individuals from economically disadvantaged families, including low income youth and adults;
- Individuals preparing for non-traditional fields;
- Single parents, including single pregnant women

11. Describe how the consortium will provide support to teachers so they will:

- a. Provide activities to prepare special populations for H3 sectors or occupations that will lead to self-sufficiency
- b. Prepare CTE participants for non-traditional fields
- c. Provide equal access for special populations to CTE courses, programs, and POS; and
- d. Ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations

RESPONSE: Many of the special population categories do not exist in our region. We have individuals with disabilities, economically disadvantaged students, individuals preparing for non-traditional fields and sometimes English learners. We will monitor all special population data yearly for participation and achievement in CTE. The students preparing for non-traditional fields are the ones that show up as participating less in our CTE classes. For us, this is our female students. We will need to prepare a study to find out why they are not participating to be able to find a way to provide support to them and to the teachers. We have many activities in place that provide access to H3 sectors or occupations - but our problem is that they are not purposeful at this point. They are random activities. In order to do a good job for all of our students, including the special populations, we must utilize professional development to identify what our program should look like. We must also create a purposeful plan and protocols for when and how the current activities fit within the curriculum and courses to provide the most meaning to the students. Continuing to function in a random nature is not what we want. We want to utilize professional development to create a plan for the program. If we have a purposeful, well laid out plan, it will consider the non-traditional students and have in place ways in which to provide equity and access to them. We are not there yet - we need to work on that these next four years.

12. How will the consortium address disparities or gaps in performance? If no meaningful progress has been achieved prior to the third program year, describe the additional actions that will target individual schools to develop strategies to eliminate those disparities or gaps.

RESPONSE: With our work to create a purposeful CTE program, one of the considerations needs to be the data that we are collecting locally along the way, how are we looking at that data and what happens because of what the data says. As we participate in professional development, one of the strategies that will be most helpful in eliminating disparities and gaps would be the

coaching model that we wish to put into place. This model can help us to use our data and intercept those disparities.

13. In each district's Local and Regional CTE Assessments, action steps were identified to address any disparities in student performance data. First, write the consortium's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Student Performance Data that your consortium will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NOE.

Consortium Goal(s) for Student Performance Data:
(Copy and paste from the reVISION Summary)

1. In four years schools will investigate and determine why non-traditional students, in particular the female students, are not participating in CTE classes outside of FCS and Business. They will utilize this information to develop a plan to encourage these students to participate.

Prioritized Action Steps for Student Performance Data:

Program Year	Action Steps (What are you going to do to achieve your goal?)
Year 1: 2020-2021	1. Create a study to identify why females are not participating in CTE courses outside of FCS and Business courses.
Year 2: 2021-2022	1. Analyze study results from potential non-traditional students to help understand why they are not participating in CTE courses outside of FCS and Business
Year 3: 2022-2023	1. Develop a plan to address the reasons identified through the study
Year 4: 2023-2024	1. Continue to implement plan to target the non-traditional students

Element 5: Recruitment, Retention, and Training of Faculty and Staff

Context: Providing high-quality instruction is at the heart of what CTE educators do in Nebraska every day. To prepare educators, take stock of district approaches towards recruiting a knowledgeable and diverse workforce, support services offered in order to retain staff, and the professional development provided to improve their skillsets. In this section, you will use the results of each district's Local and Regional CTE Assessments to prioritize the action steps identified for supporting educators and providing quality instruction to every student.

14. Describe how your consortium will coordinate with the NOE and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialist instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements, including individuals from groups underrepresented in the teaching profession.

RESPONSE: We will be coordinating/partnering with NDE and post-secondary institutions to provide needed professional development, or our staff and additional opportunities for our

students. Professional development is limited for CTE staff at this point. We will make that be an area of focus for our region during this grant cycle. We have already started an annual CTE conference where we partner with SEC and ESU 4. NDE CTE specialists played a large role in the success of that conference in its inaugural year. We will continue to utilize the expertise at NDE for breakout sessions at the conference. SEC staff also played a large role in the breakout sessions as well - this will also continue. We have quarterly meetings with the SEC SENCAP program to be certain that we are aware of the current standing of that program. SENCAP is utilized regularly by our schools to provide additional career exploration opportunities for students, as well as the capstone classes for several career pathways. We plan on building a program where we are able to recruit our students into the CTE field, with the hope that we can bring them back into the districts as teachers. We also plan to extend the footprint of our CTE programs - what are we doing well, what opportunities are students getting there, how does our current program connect with workforce needs? Part of this plan will also be built during the course of these 4 years. We have not done a good job of using our data. We need to develop a system to do that. This system may identify more ways to recruit and retain quality staff. This has not been an issue in our region up to this point. We have CTE staff that come to our schools and stay in them. Within the nine schools in our consortium, two of them have females in the non-traditional roles. We need to develop a plan to support them in their work. That model could potentially recruit more non-traditional staff as well.

Consortium Goal(s) for the Recruitment, Retention, and Training of Faculty and Staff
(Coav and paste from the reVISION Summary)

1. Within four years our consortium will create a program of professional development that will help to align CTE programs with workforce needs, including the expansion of the curriculum to additional career clusters as necessary.
2. Within four years our consortium will help the schools identify strengths and needs of their CTE programs. They will then establish a plan to take care of the needs and utilize their strengths to create their own CTE footprint that can be used to recruit and retain staff.

Prioritized Action Steps for
the Recruitment, Retention, and Training of Faculty and Staff:

Program Year	Action Steps (What are you going to do to achieve your goal?)
Year 1: 2020-2021	1. Recruit, Retain and train highly qualified instructors.

	<ul style="list-style-type: none"> a. Develop a method to increase the "footprint" of our CTE programs. We need to promote what is great about CTE to recruit quality staff 2. Encourage professional development geared toward CTE aligned with district CTE needs.
Year 2: 2021-2022	<ul style="list-style-type: none"> 1. Recruit, Retain and train highly qualified instructors. <ul style="list-style-type: none"> a. Develop a method to increase the "footprint" of our CTE programs. We need to promote what is great about CTE to recruit quality staff b. Promote CTE education by creating a pipeline to local teachers and students with the goal of attracting the youngest and the brightest, "grow your own programs." 2. Encourage professional development geared toward CTE aligned with district CTE needs. 3. Adopt, examine, and expand curriculum to additional career clusters/pathways.
Year 3: 2022-2023	<ul style="list-style-type: none"> 1. Recruit, Retain and train highly qualified instructors. <ul style="list-style-type: none"> a. Develop a method to increase the "footprint" of our CTE programs. We need to promote what is great about CTE to recruit quality staff b. Promote CTE education by creating a pipeline to local teachers and students with the goal of attracting the youngest and the brightest, "grow your own programs." 2. Encourage professional development geared toward CTE aligned with district CTE needs. 3. Adopt, examine, and expand curriculum to additional career clusters/pathways.
Year 4: 2023-2024	<ul style="list-style-type: none"> 1. Recruit, Retain and train highly qualified instructors. <ul style="list-style-type: none"> a. Develop a method to increase the "footprint" of our CTE programs. We need to promote what is great about CTE to recruit quality staff b. Promote CTE education by creating a pipeline to local teachers and students with the goal of attracting the youngest and the brightest, "grow your own programs." 2. Encourage professional development geared toward CTE aligned with district CTE needs. 3. Adopt, examine, and expand curriculum to additional career clusters/pathways.
Element 6: Work-based Learning	

Context: Work-based learning strategies connect learners with employers to prepare them for success in an ever-changing workplace. Work-based learning is a planned program of meaningful experiences related to the career interests of a learner that enable him or her to acquire knowledge and skills in a real or simulated work setting. It requires strong partnerships between schools, colleges, and local employers. Work-based learning is learning through work, not learning about work. Nebraska will evaluate the quality of CTE programs, in part, by the percentage of CTE concentrators who participate in high-quality work-based learning experiences. Additional information about Nebraska's work-based learning strategies can be found here: <https://www.education.ne.gov/workplace-experiences/phase-3-work-based-learning-strategies-overview/>.

15. Describe the WBL opportunities provided to CTE students in your consortium and how you will work with businesses and employers to develop or expand WBL opportunities, as applicable.

RESPONSE: We have a good start with work-based learning opportunities in our consortium. All of our schools offer opportunities in the Explore and Awareness phases of the continuum. These activities include, but are not limited to: speakers, research projects, tours of business/industry, career fairs, job shadowing, mock interviews and creation of a resume and portfolio. Many of the districts have created good partnerships with business/industry in their region (Freeman, Deshler, Thayer Central, Tri County, Fairbury) but would like to expand those opportunities. Tri County will have a youth apprenticeship opportunity for up to two students beginning the 20-21 school year with an industry (Ma/co Product) in their district. We have two additional industries (Metal Quest and Exmark) that are currently in the process of developing apprenticeship opportunities as well. We have lots of opportunities, but these are not planned to be certain that they are meaningful opportunities for students. We need to develop a system to purposely look at each student and identify high-quality work-based learning opportunities for them. This system is not in place at this point and so opportunities are random, disjointed or not aligned with the student's chosen interest area. Through our career exploration program at the ESU (EKCO - Exposing Kids to Career Opportunities) we have created some very strong partnerships with business/industry. We need to leverage that program to utilize those relationships to create work-based opportunities for students. While we have a number of good partners already, we also need to continue to build more partnerships. Our business/industry is willing and excited to work with the schools. We need to find a purposeful way to tap into that opportunity.

16. In each district's Local and Regional CTE Assessments, action steps were identified related to work-based learning. First, write the consortium's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Work-based Learning that your consortium will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NOE.

Consortium Goal(s) for Work-based Learning:
(Copy and paste from the reVISION Summary)

1. Within four years our consortium will focus on developing phase three of the work-based learning continuum. We will do this through:
 - a. Participating in professional development so that staff understand what qualifies as work-based learning and can think purposefully about how to offer these opportunities to students within their curriculum.

b. Identify a plan to be purposeful and deliberate about when and how work-based learning is being offered, being certain that it is aligned with workforce needs and student's career interests. c. Develop partnerships with business/industry in the region to create more work-based learning opportunities, especially within phase three of the continuum. 2. Utilize the industry grade equipment that is accessible to set up school based enterprises to give students an opportunity to experience entrepreneurship.	
Prioritized Action Steps for Work-based Learning:	
Program Year	Action Steps (What are you going to do to achieve your goal?)
Year 1: 2020-2021	1. Focus on work-based learning and partnerships with local business/industry. <ul style="list-style-type: none"> a. Utilize professional development to understand what qualifies for work-based learning experiences. b. Identify the work-based learning that currently exists
Year 2: 2020-2021	1. Focus on work-based learning and partnerships with local business/industry. <ul style="list-style-type: none"> a. Utilize professional development to understand work-based learning b. Identify needs for work-based learning in our programs
Year 3: 2022-2023	1. Focus on work-based learning and partnerships with local business/industry. <ul style="list-style-type: none"> a. Develop a plan to build partnerships with local business/industry to fill the work-based needs identified
Year 4: 2023-2024	1. Focus on work-based learning and partnerships with local business/industry. <ul style="list-style-type: none"> a. implement the work-based learning plan

Ensuring Equitable Access

17. How was improving the access to and success in CTE programs for each student, especially those who are members of a special population, examined and considered throughout the development of your goals for all six elements?

RESPONSE: We utilized provided NOE reports to see if we had any special populations that were unbalanced in their participation. We found that in our region non-traditional students (for us females) was the only place that our data showed the participation as lower. As we set our goals we were very aware that we had to explore why that is? Professional development will be necessary to help us build a purposeful program that routinely considers all students and their participation in the CTE program. Our goals are written around the professional development that will be required. Through the development of expertise in our staff, we will be able to better identify methods to be purposeful with our programs, including how we provide access to all students.

Stakeholder Engagement and Consultation

Eligible recipients are required to engage a broad range of stakeholders who represent CTE and core academic areas, school counselors, special education, advisement professionals and academic counselors, administrators, instructional support professionals, parents and students, special populations (gender, race, ethnicity, migrant status, disability, economically disadvantaged, nontraditional, single parent, pregnant women, out of work individuals, English learners, homeless, foster care, active duty military, corrections), postsecondary CTE faculty, local workforce development, regional economic development, local business and industry, Indian Tribes and Tribal Organizations, and youth corrections, as applicable, in the development of the Local Perkins Application.

Evidence of this can be provided in several ways:

1. Upload a completed copy of your stakeholder verification worksheet(s) provided in the reVISION Resource Manual and include a description of how you will continue to engage these stakeholder groups throughout the duration of the Application (2020-2024); or
2. Detail the membership of an Advisory Committee that meets regularly to provide counsel, direction, and assistance to CTE programs. Include meeting dates, a sample agenda, and a description of the engagement that will take place throughout the duration of the Application (2020-2024). Membership should include representation from the above mentioned stakeholder groups, as applicable; or
3. Describe in detail how efforts were made to engage each of the required stakeholder groups throughout the development of this Local Perkins Application and how your consortium will continue to meaningfully engage them throughout the duration of the Application (2020-2024).

It is recommended existing structures and means for engaging stakeholders that local districts and consortia no doubt already have in place are utilized as a starting point.

RESPONSE: We will utilize an Advisory Committee that will meet two times each year (once in the Fall and again in the Spring) each year throughout the duration of the application. The membership of the Advisory Committee was the following people during our first consortium year (2019-2020):

- Thomas Dux CTE Teacher
- Sarah Wollenburg CTE Teacher
- Justin Sand CTE Teacher
- Michelle Dubbert General Education Teacher
- JD Dalrymple General Education Teacher
- Damen Kugel Administration
- Chris Prososki Administration
- Kathy Brzon Guidance Counselor
- Rita Becker Guidance Counselor
- Jackson McNiff Student
- Brenda McNiff Special Education Parent
- Dr. Randy Nelson Southeast Community College

- *Erin Chadwick Workforce/ Economic Development (nGage)*
- *Kari Jannsen Department of Labor*
- *Chief Davidson NEAPCO - Business/Industry*
- *Doug Wilkinson Reinke Manufacturing - Business/Industry*
- *Judy Brahm Endicott Clay - Business/Industry*
- *Anthony Drewes Gobel Construction - Business/Industry*
- *Annette Weise - ESU 5 Perkins Grant Administrator*

We will need to look at this Advisory Committee to see if all are still willing to participate as a member. These people represent all of our districts and all of the required stakeholders - with the exception of an instructional support person. We will need to add someone in that role. As additional career pathways are determined for development, we may consider adding staff in that area if not already represented. The Advisory Committee will serve three roles: They will advise the consortium as to the skills, knowledge, tools, technology and tasks that are needed in today's careers. They will assist in the carrying out of the grant activities, such as providing tours for students. They will also be called on to advocate, promoting the importance of CTE programing,

An example Agenda :

Call to order

Welcome and Introductions as necessary

Approval of previous minutes

Setting of Norms for meeting

Setting of Role of the Advisory Committee

Overview of Current State of the Consortium CTE Program

Unfinished Business

Report of Response to Previous Committee's Recommendations

Update on Program of Work for Year

New Business

Discussion of a Program of Work

Assess Equipment and Facilities

Scheduling of Next Meeting

Adjourn